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ABSTRACT

This paper summarizes a project which assessed and evaluated three alternative master planning alternatives and a final master plan for Children's Village, a residential center for children with severe emotional disturbances in Detroit, Michigan. The paper first presents an assessment of the current facilities and program of the center and then reviews current trends and future directions in residential care. The Village currently provides comprehensive residential treatment for 60 children, ages 5 to 15. It also provides a foster care program, an adoption services program, a single parent and pregnancy counseling program, and a day treatment program. Focus groups and interviews involving 48 residential staff and 10 children were conducted preliminary to developing three alternative master plans. A Master Plan combining features of the three alternatives is recommended. This final plan would include renovating and expanding some of the existing cottages, building some new cottages, developing a new Community Activities Center, retaining and expanding the school on campus, and building a new office/activity center. Attached material includes photographs, floor plans, and site plans for the three alternatives. (Contains 21 references.) (DB)

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CHILDREN'S VILLAGE: A SAFE HAVEN FOR CHILDREN OF STRESS AND VIOLENCE

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Children's Village:

A Safe Haven for Children of Stress and Violence[1]

Abstract

This paper summarizes a project to assess and develop a master plan for a safe haven for severely emotionally disturbed children--called Children's Village in Detroit, Michigan, USA. The paper includes discussion of trends and future directions in residential care, data-base search and research literature analysis, and functional user needs assessment of existing facilities. A total of 48 staff and administrators and 10 children were interviewed through focus-group and individual structured interviews, and 94 pertinent references were critically analyzed. Preliminary findings were reviewed by a Special Committee of the Board of Directors, and finally by the entire Board. The major findings are organized in terms of a sets of planning and design recommendations for residential treatment facilities for emotionally disturbed children. As an example of planning applications, three master planning alternatives and a final master plan are developed and critically reviewed based on the results of the research and analyses.

Key words: Emotionally disturbed children, residential treatment facilities, case study research, behaviorally-based master planning

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[1] Complete cooperation and vital information were provided for this project by the Methodist Children's Home Society's Children's Village representatives. Special thanks are extended to John Schmidt, the Executive Director, and his administration and staff for giving so freely and fully of their time, and to the children of the Village for their marvelous cooperation and insights. We acknowledge the cooperation also of John Castellana of TMP Associates, Bloomfield Hills, Michigan, who hired Gary T. Moore & Associates to conduct this phase of an overall master planning project, and William J. Murray, behavioral psychologist and doctoral student in the UWM Department of Architecture who contributed to the interviews of the children.

Childhood is a time of joy and happiness, except for some children who through no fault of their own are beset with difficulties, problems, and handicaps. The plight of emotionally disturbed children who have undergone severely emotionally traumatic experiences is especially heart-rending.

This paper reports on a project to create a safe haven of residential care facilities for severely emotionally disturbed children in Detroit, Michigan.

The context is one of the highest crime areas of the United States, an area of extreme poverty, preponderance of single-parent families, extensive drug culture and drug networks, and severe child abuse and neglect.

The setting was the Methodist Children's Home Society, a private, non-profit, non-sectarian child care agency on the northwest edge of Detroit with a long history of assisting emotionally disturbed children in becoming healthy and productive.

This project was conducted by the authors with TMP Associates and the Home Society to provide analysis of residential care for emotionally disturbed children, data-base literature search and analysis, functional user needs assessment including post-occupancy evaluation of existing facilities, and alternative master planning scenarios in the light of this research.

Children's Village

Methodist Children's Home Society is a voluntary, private, non-profit, non-sectarian child care agency which has a long and distinguished history of caring for children. MCHS provides an environment of love and understanding to assist emotionally disturbed children in becoming healthy and productive.

The Home was founded in 1917 in Highland Park, Michigan, to care for orphaned children. In 1929 it moved to Redford Township in the northwest corner of Wayne County and changed its name to Children's Village. In 1955 the Village became a residential treatment center for emotionally disturbed children. Day treatment was added in 1969.

Insert Figure 1 about here

The existing Children's Village campus is composed of 20 buildings mostly from the 1930s and 1940s on 80 acres of wooded land and open meadows, including:

- a 7,100 square foot (SF--660 m^2) two-story English Tudor Administration Building;
- eight two-story brick, stucco, and half-timber English Tudor residential cottages ranging in size from 2,300 SF to 5,300 SF (215-490 m^2) (see Figure 2);
- Redford Union School located in roughly half of a 71,000 SF (6,600 m^2) brick and half-timber English Tudor building called Kresge Hall;
- Children's Chapel, a 4,200 SF (390 m^2) brick English Tudor building (Figure 3);
- a recreation "funhouse" for occupational and recreational therapy in half of one of the cottages;
- two cottages used for a children's library, nurse, dental, pediatrician, and administrative offices, and foster care family visits;
- 22 social worker and administrative offices together with a gymnasium, kitchen, cafeteria, and conference room in the other half of Kresge Hall and an adjoining trailer;

- two single-family ranch houses used as additional classroom and office space;
- three service buildings; and
- extensive grounds, large playground, sports fields, and woods (Figures 4 and 5).

Insert Figures 2 - 5 about here

The campus extends north-south with the main entry being on the north end (left end of the site plan, Figure 6). The Administration Building (A on the site plan), two cottages used for offices and library (B, C), and one service building (D) are located on the north-east corner of the campus. They are separated from the major portion of the campus by the Upper River Rouge and by a rolling, partially wooded gully. The stream and bottom of the gully are 15 feet lower than the surrounding areas. A roadway connects the northern and southern portions of the campus over the stream via a stone bridge. In the southern area are the children's cottages (E through K), the school and adjacent trailer (L), recreation/OT/RT building (the north half of J), two service buildings (M, N), two office and classroom buildings (O, P), and chapel (Q). Of the site, 20 acres is heavily wooded--the western side of the western access road and most of the south-west corner. The remainder is open, gently rolling meadows with lovely stands of Sycamore and other trees.

Insert Figure 6 about here

Children's Society Programs

The Society conducts five programs on the Children's Village campus.

Residential Treatment Program

The Village offers comprehensive residential treatment for 60 children, ages 5-15, in need of highly structured intensive treatment. Children are served in cottage units of seven to eight children each. The cottages are staffed by trained Child Care Workers (CCW), two during waking hours and one during night-time hours. This is complemented with social work therapy, recreational therapy, occupational therapy, a special education program, a part-time consulting psychiatrist and psychologist, and a voluntary, non-denominational religious program, in addition to dental, nursing, and pediatric services on the grounds.

Foster Care Program

The Society supervises a number of off-campus foster care homes throughout the Detroit and Wayne County metropolitan area. The foster care homes provide temporary care for infants and older children with emotional needs who require a semi-therapeutic environment before returning home or moving to an adoption placement. This includes children from the Village residential treatment program. These homes are provided by foster families with special child care skills and training in the needs of emotionally impaired children.

Adoption Services Program

Some of the children from both the residential and foster care programs need placement in adoptive homes. A Society social worker continues to provide services to the family until a smooth transition into family life is accomplished.

Single Parent and Pregnancy Counseling Program

The Society recognizes that each problem of unplanned pregnancy and single parenthood is unique. The Society provides counseling services to ensure that the child's needs are met while helping the single parent or pregnant woman explore alternatives. Social workers help with referrals as well as legal assistance, food, clothing, and shelter.

Day Treatment Program

In cooperation with the Redford Union and Wayne County Intermediate School Districts, the Village houses an intensive school program for emotionally impaired preschool through intermediate school children age three through sixth grade from the Village and from six local school systems. The program consists of classrooms in Kresge Hall, one of the nearby Delaware houses, and local schools. Each class is ten children with a special education teacher and an aide. Some Village children attend the Kresge School with children from the surrounding community, while other children are mainstreamed into local schools.

Research Assessment of Existing Programs and Facilities

The research phase of the project included three interrelated parts:

1. Analysis of trends and future directions in residential care.

2. Data-base literature search of the research and design literatures.

3. Functional needs assessment including post-occupancy evaluation (POE) of the site, infrastructure (sewage, transportation), and all buildings as regards their appropriateness to the programs being conducted and to the needs of the children and staff.

Trends and Future Directions in Residential Care

Four major trends and future directions in care for emotionally disturbed children became apparent based on interviews with the Michigan Family Services Administration:

1. *Residential care is here to stay, but should be kept to a minimum.* The State of Michigan recommends residential care only when children need intensive therapy not normally available in the foster care situation. Otherwise, the Family Services Administration prefers to see children in foster care or, ideally, re-integrated in a positive manner with their birth families.

2. *Group sizes kept small.* Maximum cottage sizes of eight ("even 10 gets too big").

3. *Regionalization.* Working with families within a limited geographic region so it is possible to work with the families as well as the children. The rule of thumb for catchment areas is 100 miles (160 km) maximum in rural areas and 50 miles (80 km) maximum in urban areas.

4. *Family treatment.* Involve the whole family (birth parent or parents plus siblings and anyone else living at home) in ongoing intensive care. Recidivism decreases significantly if family treatment is maintained for 3 to 6 months after discharge from residential care. "Family care is the direction to go." The Michigan Family Services Administration is

supportive of multiple-weekend on-site residential programs, and of family therapy programs that continue after residential care.

Data-Base Search and Literature Analysis

Method

A data-base literature search was conducted to uncover pertinent research articles and published designs on group homes for emotionally disturbed children. The search was conducted through the University of Wisconsin-Milwaukee Data-Base Search and Inter-Library Loan Offices. The data-bases searched included PsycInfo, Dissertation Abstracts, Newspaper and Periodical Abstracts, the Architectural (RIBA) Database, and the Avery Architectural Index. Searches were made for the last ten years anywhere in the world.

A total of 461 references--citations and abstracts of potentially relevant items--were identified. Close to 300 were collected or requested through the University of Wisconsin System Inter-Library Loan, 94 of which were analyzed in detail, and 19 of cited herein.

Some of the articles are empirically based studies, some policy recommendations, others facility recommendations based on relevant experience. Only a few design examples were able to be found in the architectural literature.

Major Issues and Findings

The major issues and findings from the literature analysis have been translated into a series of planning recommendations and are presented in terms of the principle areas and buildings on the campus. Only the most important findings--and those of general interest

to residential treatment facilities for emotional disturbed children in other locations--are presented here.

Site: Village as a Whole

*[2] Create green outdoor spaces. Incorporating gardens with the cottages creates a sense of a "house and garden" (Bednar, 1974, p. 25). Preserving the natural environment and integrating it with buildings may give a sense of "serenity and dignity" and reduce institutional feeling (as seen in examples from the Netherlands; Bednar, 1974, p. 56).

* Create variety in outdoor recreation areas. The literature shows examples of "play courts" with unique characteristics, floor texture areas, raised sandboxes, "crawl through labyrinths," etc. (Bednar, 1974, p. 44).

* Allow children to be involved in playground planning and design. Allowing children to be a part of the design and building of playgrounds can augment environmental experience and practical handiwork training (Bednar, 1974, p. 18).

Homes, Cottages, Residential Units

* Maintain a group size of 8 to 10. A group size that is too large may cause children to "ignore offers of interaction" (Filipovitch, 1977). The literature supports a maximum residential group size of 8 to 10 children. The recommendations in the literature range from 4 to 12 children [4-6 for younger children and 8-12 for older (Bednar, 1974); 5-8 (Hayden, Lakin, Hill, Bruininks, & Chen, 1992); 5 minimum, 6-7 better, with 4 comfort

[2] * indicates major research-based recommendations; . indicates minor recommendations.

is markedly diminished (Jewett, 1973); 6-10 limits development of relationships (Raynes, 1977); 10-14 with 2 CCW (Dowling, 1975)].

* Provide a mix of single- and double-occupancy bedrooms. Ideal would be to have at least two private bedrooms with one bed each and two which are common with two beds each, per residence. This way complete privacy can be provided to those children who can handle it, and a social setting for those who need it (Srivastava, 1979, p. 390).
* Homes, cottages, or other residential units should have one living room and two or more smaller recreation rooms. Smaller rooms on a more intimate scale put children more at ease (Bednar, 1974, p. 44). Several distinct physical areas are preferable to large open spaces "which end up functioning as multipurpose areas creating behavioral interference between various activities" (Srivastava, 1979, p. 389).
* Spaces should reflect their intended use. Examples: A place for relaxation should have carpeting, soft seating. A space for physical recreation should accommodate activity easily (Wax, 1977, p. 54). "Most of the rooms ... are clearly defined by the way they look. The living room has soft chairs, wallpaper, TV, bookshelves with games and books, and a wood floor with rug. The rec' room has a concrete floor, pool table, and ping pong table. The outdoor areas are divided by hedges and are also clearly defined with, for example, grassy hills for quiet talks and a flat field for baseball or jogging. There is little question as to what is appropriate to do in each space" (Sanders, 1990, p. 21).
* Create and maintain a *home-like* environment. The literature supports the goal of creating an environment that is similar in character to conventional middle-class *home-like* environment as possible (e.g., Child Welfare League of America, 1987, p. 37). The

creation of a "mainstreamed" environment, rather than an "alternative" one, allows children to become accustomed to housing closer to what they might encounter in the future (Maluccio, 1991, p. 33). Architectural elements which contribute to a home-like character may include front and back porches, trees, and yards (Place in the community, 1983; Srivastava, 1979).

* Part of creating a home-like environment involves letting a residence become a home over time with individualized interiors (Bednar, 1974, p. 25). "A homogeneous environment ... tends to breed adjustment to the institutional environment and resistance to flexibility and change.... It is important that the environment demand new growth and change at each step along the way" (Becker & Feuerstein, 1990, p. 28).
* Materials such as wood and bricks are more residential in character than materials like concrete and tile (Bednar, 1974, p. 25). Colors such as washed-out pastels, muddy greens, greys, and browns have institutional connotations (Cotton & Geraty, 1984, p. 628). Bright, cheerful colors can be used to accent areas and to outline spaces (Cotton & Geraty, 1984, p. 628). Warmer tones may be used in quiet rooms, allowing for a calmer atmosphere (Cotton & Geraty, 1984, p. 628).
* Interior space is of primary importance to children. Children are more aware of interior than exterior spaces (Ladd, 1972). Art work and other decoration are important aspects of a home-like atmosphere (versus the more institutional, undecorated interior). Murals are seen by children as unfriendly and institutional, for they would not find one in a home (Rivlin & Wolfe, 1979); murals should be avoided in favor of less permanent, more spontaneous creations by the children (Cotton & Geraty, 1984, p. 628). In one example

of a children's unit, walls with little decoration were covered with blank, broad Formica bulletin boards which children could cover with their own work such as art, school papers, milieu treatment goals, and star charts reflecting successful management of some problem (Cotton & Geraty, 1984 p. 628).

* Private areas should be provided for one-to-one counseling, visits, telephone calls, etc. (Srivastava, 1979, p. 390). One small private room may be sufficient (it could also serve as the "quiet room," as seen in an example in Cotton & Geraty, 1984). The telephone should not be a pay phone, so as not to lose any time in emergencies (Child Welfare League of America, 1987). Avoid hidden corners or areas (Srivastava, 1979, p. 390).
* The quiet areas (bedrooms, study areas, and den) should be separated from noisy-active areas (such as dining room, living room, recreation room, etc.) with a focal point between the two (Srivastava, 1979, p. 390).
* Provide opportunities for personalization. At a minimum, a box, a drawer, or a shelf is a must for each child in group care. Children and youth require territory in their own rooms and in other areas of the group living environment (Maier, 1987, p. 63).
* Bathrooms should be easily accessible from all bedrooms and should be large enough to accommodate four to six children at any one time (Srivastava, 1979, p. 390). Bathrooms should provide space for personal belongings (Child Welfare League of America, 1987).
* Avoid having an entry door open directly onto a living room, for it causes the living room to become a traffic path (Srivastava, 1979, p. 390).
* Create convergence of areas toward the center rather than divergence of spaces toward extremities (allows for easier monitoring by child care workers; Srivastava, 1979, p. 390).

* The home should provide multiple opportunities for individual expression. This could include wall surfaces that allow hanging pictures and decorations, and furniture that can be easily rearranged (Srivastava, 1979, p. 390).[3]
* The potential or future uses of a space must be anticipated when the size of the space is determined (e.g., in programming or designing a dining area that is to double as a music room, think about the possibility of trying to fit a drum set or group of instruments if desired; Srivastava, 1979, p. 391).
* For the group sizes and facilities recommended from the literature, at a minimum a home or cottage should have five bedrooms, three baths, one recreation room, one den, one kitchen, one dining room, one living room, a foyer, front and back porches and yards, linen and coat closets, recreational and cleaning supply storage, broom and tool closets, indoor and outdoor general storage, a garage or carport, and a driveway (Srivastava, 1979, p. 390).

Location of a School

* The literature supports two different, contingent recommendations regarding whether or not to have a school on campuses for emotionally disturbed children: A programmatic or therapeutic emphasis on the integration of the children into "normal" society supports moving school functions away from the grounds. If the intention is to "normalize" the environment of the children to the greatest possible extent, the argument is that keeping the school on the grounds, away from other schools, is segregational and counterproduc-

[3] Additional recommendations about furniture can be found in the complete report.

tive (Bednar, 1974, pp. 17; Architecture Research Construction, 1983; Miner, 1990). If, however, the philosophy is more of a sense of consistency regarding treatment goals, then maintaining the school on the grounds is recommended (Katz, 1981). Incorporating all aspects of patterns of living and learning, goals, and ideas supports a sense of community that may not support the decision to move the school to a more distant location (Maluccio, 1991).

Family Visiting Areas

* Provide areas in which children may meet with their birth families in privacy. An example from Holland uses visiting niches along the corridors which have comfortable seating and visual separation from the corridor with screens (Bednar, 1974, p. 56).
* Provide niches in corridors as play spaces. Niches in corridors can also serve as "play spaces" for small groups of children, or as quiet semi-private reading or contemplation areas (Cotton & Geraty, 1984, p. 628).

Functional Needs Assessment and Post-Occupancy Evaluation

Method

The functional needs analysis was conducted in six steps:

1. Background questions were formulated and sent to MCHS in October 1993. They were responded to with the most recent accreditation report, a 1991 strategic plan, tables of organizations, a "Village Tour" book, and various brochures summarizing the purposes, staffing, and activities of the Village and its various programs.

2. Based on study of that material, senior administrators were interviewed on two separate occasions--the Executive Director by telephone in October 1993, and ten senior administrators in a focus-group interview in November 1993. The purpose was to identify the major problems of the current facilities and identify issues for further investigation. Fourteen issues were identified for more intensive investigation.

3. A series of 11 focus group interviews was conducted in December 1993 with user groups comprised of administration, staff, and children at the Village. Questions were based on the major problems and issues previously identified. The interview groups included:

- Village Administrators
- Cottage Supervisors
- Day Treatment Administrators/Redford Union School Program
- Occupational/Recreational Therapy Staff
- Village Caseworkers
- Foster Care and Adoption Supervisors and Caseworkers
- Religious Nurturance Director
- Clinical Psychologist
- Three groups of residential treatment children:
  - McManus boys -- 12-15 years of age
  - Holcroft boys -- 9-12 years of age
  - Shaffer girls -- 10-12 years of age

4. Follow-up telephone interviews on behalf of five additional staff groups:

- Business Department

- Administrative Clerical Department
- Campus Nurse
- Maintenance Department
- Kitchen Staff

In total, 48 staff and administrators and 10 children were interviewed for a total of 18 hours, some in groups, some individually. The average interview lasted 1½ hours. Detailed notes were taken, backed up by audio tape recordings (except of the children and telephone interviews, where only notes were taken). In sum, 80 pages of raw notes were used to record the responses to the interviews.

5. Based on a qualitative content analysis of the data, major issues and preliminary findings were presented at a Special Board Committee Meeting in January 1994.

6. Subsequent review and comment were provided by the Executive Director based on feedback from the Special Board Committee and full Board of Directors. Changes and additions were incorporated into the final report.[4]

Major Issues and Findings

The major issues and findings from the functional needs assessment have been translated into a series of master planning recommendations and are presented in terms of the principle areas and buildings on the present campus. These findings were suggested

[4] The final report on the research phase of this project, *Children's Village Master Plan, Part I,* is available from the senior author. The final report on the master planning phase of the project, *Methodist Children's Home Society Master Plan,* is available from TMP Associates. More detailed findings are contained in those two reports.

independently by many of the groups and may be considered a major priority for residential treatment facilities based on the functional user needs analysis.

Site: Village as a Whole

* Create an open campus concept and peaceful rural character to any context for residential treatment facilities.
* Retain homes or cottages as the symbolic heart of any facility.
* Create a variety of outdoor recreation areas:
  - Create and formalize separate outdoor recreation zones for marked team sports fields, cooperative games area/open landscaped areas, developmentally appropriate younger children's play equipment areas, and picnic/cooking area.
  - Create some double-functioning/overlap/multiple-use areas.
  - Separate outdoor recreation areas from residential units.
* Organize the master plan for a site in terms of the concept of the "Village as a Semi-Lattice," that is:
  - Avoid over compartmentalization.
  - Promote and value overlap/networking/communication among different functions.
  - But insure structured spaces for each structured activity, e.g., create some overlap between residential and off-campus program spaces, between residential caseworkers and foster care caseworkers, etc.

Homes, Cottages, Residential Units

* Renovate, refurbish, and expand any existing cottages and create new cottages in line with the following requirements:[5]

  . Increase *natural* surveillance (strong preference on behalf of most staff), but consider installing some limited electronic surveillance (minority opinion--only a very few staff favored electronic surveillance). Children would not like more surveillance. They felt there was already enough. And they definitely felt they would "hate" any form of electronic surveillance:

  . Insure all bedrooms open directly to a hallway, interior balcony, or other means of natural, unobtrusive surveillance.

  . Arrange bedrooms so one CCW can monitor all, e.g., consider placing staff office in center of bedroom cluster.

  . Avoid nooks and crannies, insure sight lines from staff spaces to all children's spaces, e.g., avoid/minimize stairs, avoid walk-in closets.

  . Provide space in residential units for limited recreation activities, e.g., use basements--½ for open recreation, ½ for games and crafts, provide one large shared living room plus two smaller recreation rooms (e.g., den, religious activities, games, reading) separated from the living area.

  . Maintain group size of 8-10 per cottage.[6]

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[5] Subsequent discussions with the administration and senior staff members indicated some sentiment for renovating the existing cottages to make them more appropriate for the children currently served. However there was a shift in attitudes with most later responses leaning toward building new cottages as perhaps the most appropriate way to go. In either case, the programming recommendations in this list apply.

[6] A memorandum from John Schmidt, the Executive Director (February 14, 1994), suggested that State of Michigan economic conditions counter the argument for keeping the cottages at 8 children as being practical. The Michigan Department of Social Services is working to contain the costs of residential care and treatment.

- Provide a mix of single- and double-occupancy bedrooms (ca. 2/3rds single @ ca. 120 SF [11 m^2] and 1/3rd double @ 175-195 SF [16-18 m^2).
- Provide a minimum of 335 SF/child [31 m_2/child] for the home or cottage as a whole, even if this means reducing group size (slightly more space will be needed if the residence has more than 2/3rds single units).
- Create opportunities for earned privacy for children ("working toward privacy is a therapeutic goal"), e.g., small group and individual rooms, study/den on first floor, loft with sense of privacy but opportunity for monitoring.
- Provide opportunities for personalization, e.g., large tack boards, private dressers, private bed-side tables, desks in each bedroom, lockable storage for each child.
- But in doing all of the above, create home-like aesthetics and create residential units in the image of *homes*.

* Consider an addition to each residential unit to provide space for a CCW office.
* Consider one duplex cottage for short-term Live-in Residential Family Therapy.

School as Part of a Residential Facility, and Kresge Hall School in Particular

* Bring all 10 Redford Union School District special education classrooms together, preferably in Kresge Hall, i.e., turn all of Kresge Hall into a school.[7]

As a result, MCH may need to look at cottages for 10 or even 12 children in order to reduce staffing costs. While this may be an economic constraint, it would run counter to the strongly expressed preferences of the majority of children and staff interviewed, to advice given by the Michigan Family Services Administration, and to the current research literature on residential care.

[7] A February 14, 1994 memorandum from John Schmidt indicated a subsequent internal discussion about the notion of bringing all of the Redford Union Day Treatment program to the Campus. While many of our interviews, especially but not limited to the interviews with the Redford Union staff, indicated that this option

- Classroom size should be a minimum 500 SF/classroom [46.5 m^2/classroom].
- Provide special and appropriate spaces for music therapy and art therapy.
- Provide private offices with a shared conference room and counseling rooms.
- Insure interiors do not have an institutional look, e.g., use regular school classroom doors, introduce colors on lockers, graphics around classrooms, add cork or other strips in classroom and halls to ease personalization.

Indoor Community Activities Center

* Consider creating an indoor Community Activities Center (CAC)--and insure it is centrally located--for the following functions:
  - Indoor recreation, e.g., facilities for small-group sports (e.g. but not limited to billiards) and more organized team sports (e.g. but not limited to ping-pong), a minimum of 2 full stations with divider (for basketball, gymnastics, and/or tennis).
  - Insure separate spaces for different activities.
  - Provide large-group activity spaces.
  - Provide OT/RT spaces (crafts, games, movies, summer programs, OT/RT offices, small group therapy rooms, exercise equipment room which might double-function for staff exercise); cluster these spaces to insure ease of supervision.
  - Provide space for library group activities, religious group activities.

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was desirable and should be looked at carefully, most of the later responses to the draft of this report did not see that as desirable.

- Provide a family visiting room for Village children and parents, and one or more meeting rooms (e.g., for medical meetings).
- Provide an appropriate banquet facility, with easy access from a kitchen.

* Insure overlap between residential and off-campus program spaces.

Residential Caseworker Programs

* Place residential caseworker offices close to, but not in, residential units (into a new, central Community Activities Center?), including insuring safety and security in caseworker offices, shared offices for student caseworkers, and spaces for working with families.

Foster Care, Adoption Services, and Pregnancy Counseling Programs

* Provide appropriate office space for all "off-campus" program caseworkers (i e., Foster Care, Adoption Services, and Pregnancy Counseling Program caseworkers), e.g., private offices, small group counseling/training rooms, separate waiting areas for birth parents and foster parents, and at least one group meeting room and one play therapy room.
* In terms of atmosphere, create a "happy middle ground of welcoming but not imposing."
* Overlap and centralize at least some and preferably all foster care and other "off-campus" program spaces with residential caseworker spaces (in line with the concept of a "Village as a Semi-Lattice").

Nursing/Medical Department

* Guarantee sufficient separation of nursing/medical functions from other functions to insure privacy, quiet, and hygiene (separate location works well, but being in another building with other functions is acceptable too).

Administration Building

* If more than one function is placed in an Administration Building (e.g., administrative functions vs. any therapeutic functions), provide wings for different functions, but retain some overlap/integration (e.g., shared meeting rooms, kitchenette, staff lounge).
* Provide sufficient separation of administrative (business and clerical) functions and spaces from foster care or any other "off-campus" program spaces to insure privacy and confidentiality for the administrative and business functions. Insure privacy, elimination of noise problems, and elimination of any possible conflicts between administrative/business functions and clients/foster families.
* Consider placing senior administrators (e.g., Executive Director, Business Manager) and support clerical staff in a central Community Activities Center (despite some functional difficulties this might cause, several interview groups favored having more day-to-day natural overlap between administrative and therapeutic functions).

Master Planning Alternatives and Review

Purpose

Based on the post-occupancy evaluation, we recommended a number of alternative master planning scenarios.

The major "blockbuster" issues included whether or not to retain the cottages as the heart of the Village, whether or not to retain Kresge Hall as an on-campus school, where best to locate the various caseworkers, whether or not to start a new residential family therapy program, and whether or not to build a new central Community Activities Center, and if so, where. Different positions on these issues lead to a number of master planning options.

These options led mathematically to 96 different combinations, of which five were deemed to be significantly different master planning alternatives. These five alternatives were presented to MCHS and were further reduced to three alternatives that were subsequently developed as specific, physical Master Planning Options. A review of them vis a vis the above user-based evaluation follows.

For each of these major alternatives, there are alternatives regarding how to handle the cottages, whether to retain, renovate, and expand the current cottages as necessary, or to create new one-story "ranch style" cottages. Even within the first cottage option, there are two variations, whether to renovate them so that all second-floor bedrooms are visible from the first floor (e.g., by some sort of opening between the first and second floors) or to expand the first floor of the cottages so that all bedrooms could be moved to the first floor, leaving the second-floor rooms for cottage supervisor's, village caseworker's, and cottage child care workers' offices.

There are also options for the site as a whole, from repairs to parts of the infrastructure (lighting, security systems, etc.) to revamping the vehicular/pedestrian circulation patterns and the outdoor recreation areas.

Based on this analysis, the following three major alternative Master Plan Scenarios were recommended to the Society.

Master Planning Scenarios

Master Plan Option 'A'

Retain, renovate, and add to the cottages; Redford Union School moves off-campus; renovate Kresge Hall as an indoor Community Activity Center; place all on-campus and off-campus caseworkers in a new Staff Office Building, leaving the current Administration Building for administration and business; and develop outdoor recreation in existing open spaces.

This option is shown in Figure 7, Master Plan Option 'A,' the following Table 1 of new and renovation square footages, and sketch designs for the possible renovation of a typical cottage (Figure 8 a,b).[8]

Insert Figures 7-8 a & b about here

Insert Table 1 about here

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[8] These master planning options and the cottage sketch designs were prepared by Gary Jelin at TMP Associates. They were sent to the senior author for review vis a vis the results of the user-based needs assessment and are included here by permission of TMP Associates.

Review

This alternative differs significantly from many of the major findings and recommendations in that (1) the user-group evaluation clearly indicated a strong preference for any Community Activity Building to be centrally located, closer to the cottages, and (2) the user-group interviews also strongly favored overlap between functions, especially between caseworkers and administration, but also between caseworkers and OT/RT (the "Village as a Semi-Lattice" planning principle). This option continues for the most part the current pattern of segregation between functions.

Further review against the major findings indicated the following:

+ retains the rural character of the campus (best of the three options)
+ retains the existing residential cottages as residences at the heart of the campus
+ most economical
- disrupts existing cottages functions during construction
- supervision problems remain with existing second floors
- too much separation between the office building and administration
- too much separation between the village caseworkers, the cottages, and administration
+ good treatment of outdoor recreation (but where is the picnic/cooking area?)
+ good solution for the cottages (best treatment of the cottages of the three options)
+ good provision for future family therapy cottages
- moves the school off campus[9]

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[9] Though a final decision about the disposition of the Redford Union School had not been made by the client at the time of this writing, and the decision will rest on many factors, a slight majority of those interviewed in this study favored retaining a viable school on campus.

- provides a Community Activity Center but, by using Kresge Hall, it is not in a central location
+ overlaps off-campus caseworkers with village caseworkers
- renovation of existing buildings is difficult
- only addresses immediate problems
- future expansion is limited
- flexibility of campus plan is diminished

As a ballpark estimate, if for the moment one could assume these criteria were weighted equally (which in reality they are not), this option would receive at best a fair score of (7 +s out of 17 criteria =) 41%.

Master Plan Option 'B'

Build eight new cottages; use Fairman Cottage as one piece of an Activity Center (renovate and add to it as necessary); leave the gymnasium in Kresge Hall; add an addition to Kresge Hall for the 10 classrooms of the Redford Union School; build a new Staff Office Building for all village caseworkers, administration, and business; and renovate the current Administration Building for all off-campus caseworkers.

Insert Figure 9 about here

Insert Table 2 about here

Review

Of the three options, this option follows most closely from the findings. It's major weakness is that it does not overlap functions as much as they could be, nor as much as suggested by most of the groups interviewed during the assessment phase. For example, while village caseworkers and administration overlap, off-campus caseworkers, who currently overlap administration in the crowded Administration Building, would be segregated. An earlier scenario explored the possibility of having all on-campus and off-campus caseworkers, together with administration and business and some recreation, occupy the new Community Activities Center. This possible scheme, however, would require building two new buildings--a major renovation to create an Activity Center in the heart of the campus, and a new office building.

+ retains the rural character of the campus
+ good functional use of woodlands
+ retains residential cottages and at the heart of the campus
+ revamps the outdoor play areas (best of the three options)
+ responds best to future directions in residential care
+ good overlap of administration with the village caseworkers
- segregates off-campus caseworkers from village caseworkers and the campus
- too much separation between the village caseworkers and the cottages
- too much separation between off-campus caseworkers and village caseworkers
+ library closer to the school
+ acceptable solution to the cottages (pending a sketch design)

+ good provision for future family therapy cottages

+ retains the entire school on campus, and gives it sufficient space for all ten classrooms

+ more centralized Village

+ good location for the Community Activities Center

+ most flexible campus plan

+ future expansion in enhanced

+ ease of phasing

Again using the above ballpark scoring system, this option would receive a quite good score of (14/17) 82%.

Master Plan Option 'C'

New Activity Center including all recreation, OT, and RT, plus a residence hall, all in one building on the edge of the site; Redford Union school remains in Kresge Hall; renovate the gymnasium; convert the cottages for different functions, e.g., Fairman for the village caseworkers as shown on Master Plan Option 'C'; leaving administration and business in the current Administration Building.

Insert Figure 10 about here

Insert Table 3 about here

Review

This master plan option follows from the major findings the least. It abandons the cottages as residential settings in the heart of the campus and constructs one large dormitory building instead of highly recommended small, decentralized, home-like cottages.

- least retention of rural open character of the present campus
- major disruption of woodlands
- residential cottages not retained as the heart of the village
- loss of village concept
- outdoor recreation reorganized (but least successful of the three options)
+ centralized supervision
- too much separation between business/administration and everything else
- too much separation between village caseworkers and off-campus caseworkers
- too much separation Redford Union offices from the school
- weak/unacceptable solution for the cottages
+ good provision for future family therapy cottages
+/-brings all of Redford Union together into one school building on campus
+ Activity Center is centralized to the dormitories
+/-library closer to the school, but not to the residences
+ more efficient operational costs
- most expensive to construct

Such an option would receive a failing score of (4/14) 29%.

Summary and Conclusion:

A New Alternative for Severely Emotionally Disturbed Children

This review and assessment suggests that while Option 'C' has many problems, Option 'A' is somewhat neutral, and Option 'B' has the most potential of the three. Nevertheless, all three options have positive features and qualities that could be combined.

It will not go without notice that several advantages of one option are relatively less well handled in the others, and vice-versa, and also that several desirable qualities per the user-group needs assessment are not yet represented in any of the three options. This suggests, therefore, a missing or synthetic alternative that deserves consideration.

What if we looked at the possibility of the following:

- renovate and expand some of the existing cottages (e.g., Frothingham, Shaffer, Webber, Holcroft, and Gray) per Option 'A'
- develop somewhere between three and eight new cottages over time (with a rigorous POE of the first one before continuing with any of the others), per Option 'B' and locate them where the new cottages are shown on Option 'B'

This would retain the residential cottages as the heart of the campus, and as suggested by Option 'A' would retain the rural open character of the current Village and campus.

- renovate and expand Henderson/McManus and Fairman cottages as the basis for a new Community Activities Center per Option 'B'

This would not only provide a new Community Activities Center, but also would situate it in the heart of the renovated and new cottages. Such a Community Activities Center could provide not only for all OT/RT and free recreation (though the gym would be

retained and upgraded in Kresge Hall), but would also provide for the library, religious nurturance program, central staff meeting, and office space for the Village Administrators.

- retain the school on campus, and renovate/expand Kresge Hall per Option 'B' to provide adequate space for all 10 Redford Union classrooms plus office space

This would meet the user-needs request to retain the school on campus and would allow expansion so that all 10 of the Redford Union special education classrooms could be in one therapeutically appropriate location. The trailer would be removed, and the two Delaware houses could be sold or, better, raised, thus improving the recreational and rural character of the south-east portion of the campus. Kresge Hall might need an addition to accommodate all the required spaces, as shown in Master Plan Option 'B.'

- build a new office/activity center, but locate it inside the new main entrance drive per Option 'A' or, even better, near an improved north-west entry to the site

While not fully overlapping the on- and off-campus caseworkers with administration and business, this would locate all caseworkers offices closer to the cottages and other functional spaces (e.g., the recreational/activity center), and would certainly provide adequate overlap and economy of scale for all the on- and off-campus caseworkers. Locating the building inside the new access road, per Option 'A,' would also help retain the rural character of the western portion of the site.

- in this new option, business would remain in the Administration Building, the would be placed in the new Community Activity Center or the upper floor of the Administration Building, the service garages would remain as is, and the northern two cottages (Hanley and Knight) would be developed into family therapy residential cottages

- the overall layout of the recreation spaces, camp ground, access road, etc., i.e., the rest of the site, would best follow the leads provided in Master Plan Option 'B"

Such a scheme might look like the Master Plan shown in Figure 11.

Insert Figure 11 about here

This new option for a final Master Plan is suggested as meeting the *greatest number of user-based requirements* as found through the above post-occupancy evaluation and functional user needs analysis, as supplemented by the analysis of trends and future directions in residential care and the data-base literature search and analysis.

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Captions

Figure 1. Methodist Children's Home Society Children's Village, Detroit, Michigan--a safe haven for children of severe emotional abuse. All photographs by the senior author.

Figure 2. A typical group residential care cottage for eight children--Gray Cottage, built in 1946.

Figure 3. The Children's Chapel, built in 1951.

Figure 4. View of several cottages as seen from across the extensive grounds.

Figure 5. The south side of the current administration building.

Figure 6. Children's Village existing campus site plan, 1993. All drawings by Gary Jelin, TMP Associates.

Figure 7. Master Plan Option 'A.'

Figure 8. Sketches for prototype new cottage additions. (a) First floor plan. (b) Second floor plan and section through proposed new bedrooms and gallery.

Figure 9. Master Plan Option 'B.'

Figure 10. Master Plan Option 'C.'

Figure 11. Synthetic Master Plan.

Table 1. Methodist Children's Home Society Master Plan Scheme 'A'

Table 2. Methodist Children's Home Society Master Plan Scheme 'B'

Table 3. Methodist Children's Home Society Master Plan Scheme 'C'

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submitted: July 30, 1994
revised: August 18, 1994

John R. Schmidt, ACSW
Executive Director

METHODIST CHILDREN'S HOME SOCIETY

CHILDREN'S VILLAGE — 26645 W. Six Mile Road — DETROIT, MICHIGAN 48240 — (313) 531-4060

CHILDREN'S VILLAGE MASTER PLAN

FINAL REPORT of PART I:

POST-OCCUPANCY EVALUATION, USER NEEDS ANALYSES, AND MASTER PLANNING OPTIONS

Gary T. Moore & Associates
Research • Programming • Design • Evaluation Consultants

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MEMBER:

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UNITED COMMUNITY SERVICES OF METROPOLITAN DETROIT
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MICHIGAN FEDERATION OF PRIVATE CHILD AND FAMILY AGENCIES
COUNCIL ON ACCREDITATION OF SERVICES FOR FAMILIES & CHILDREN

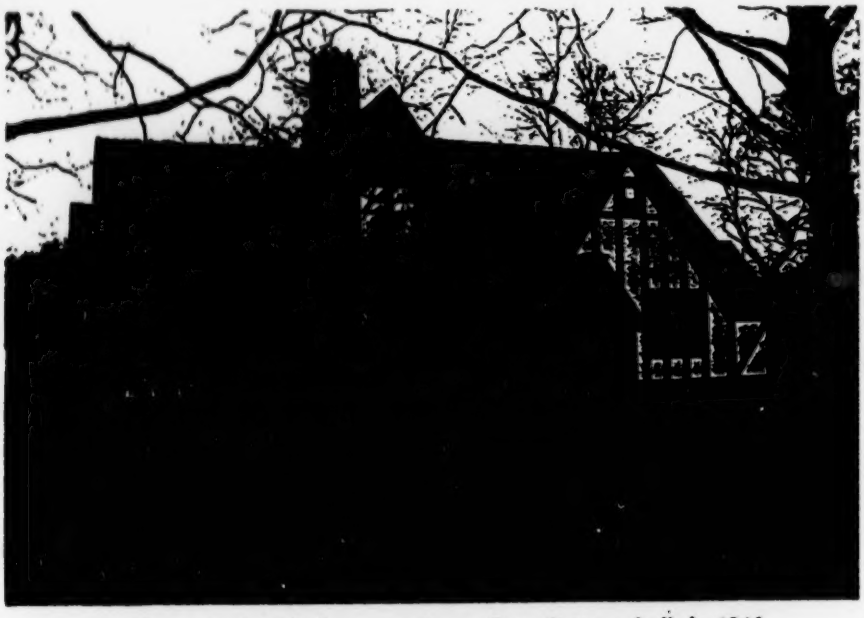

Figure 1. A typical group cottage--Gray Cottage, built in 1946.

Figure 2. The Children's Chapel, built in 1951.

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Figure 3. View of several cottages as seen from across the extensive grounds.

Figure 4. The south side of the current Administration Building.

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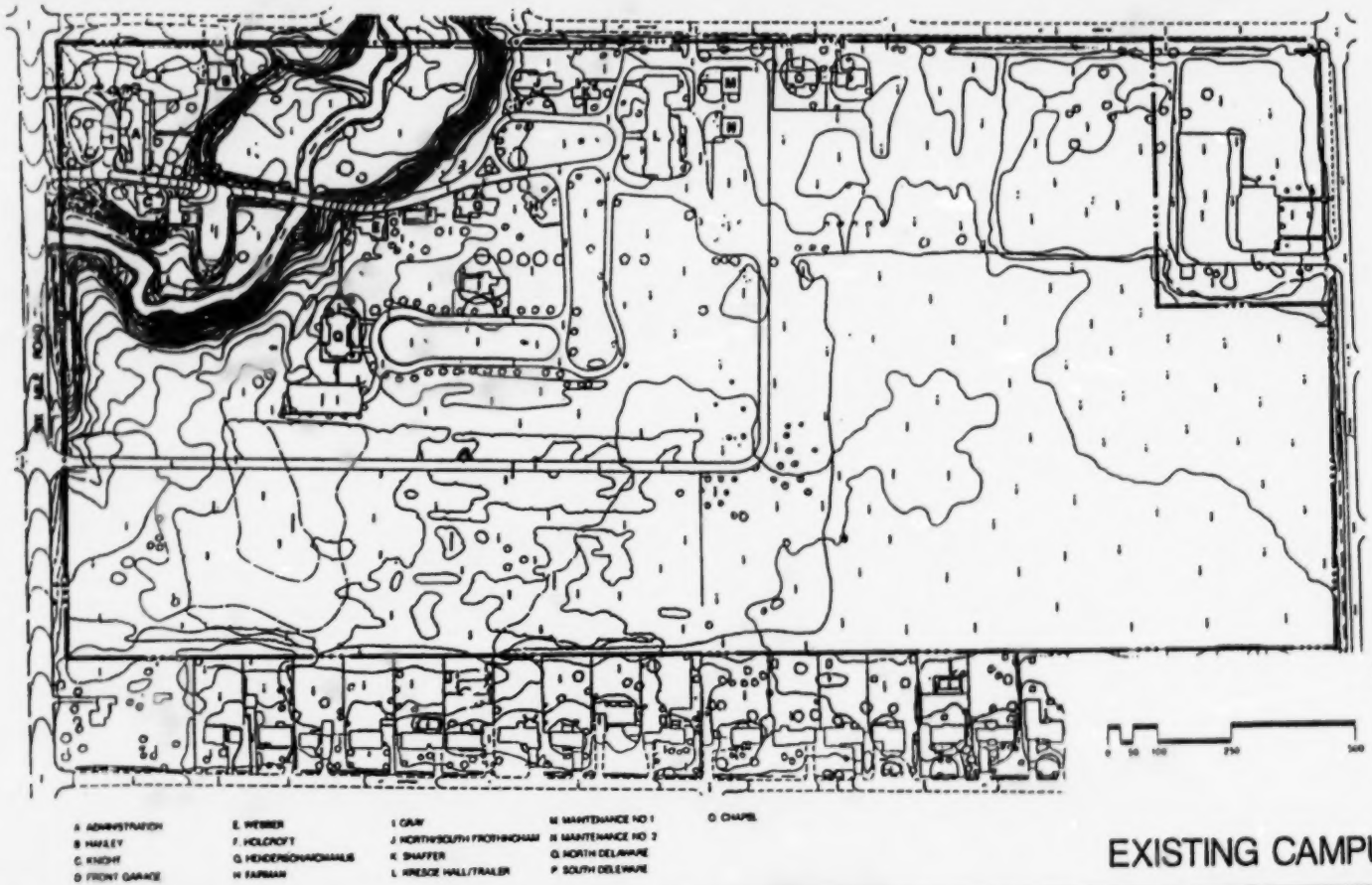

EXISTING CAMPUS PLAN

METHODIST CHILDREN'S HOME SOCIETY

2

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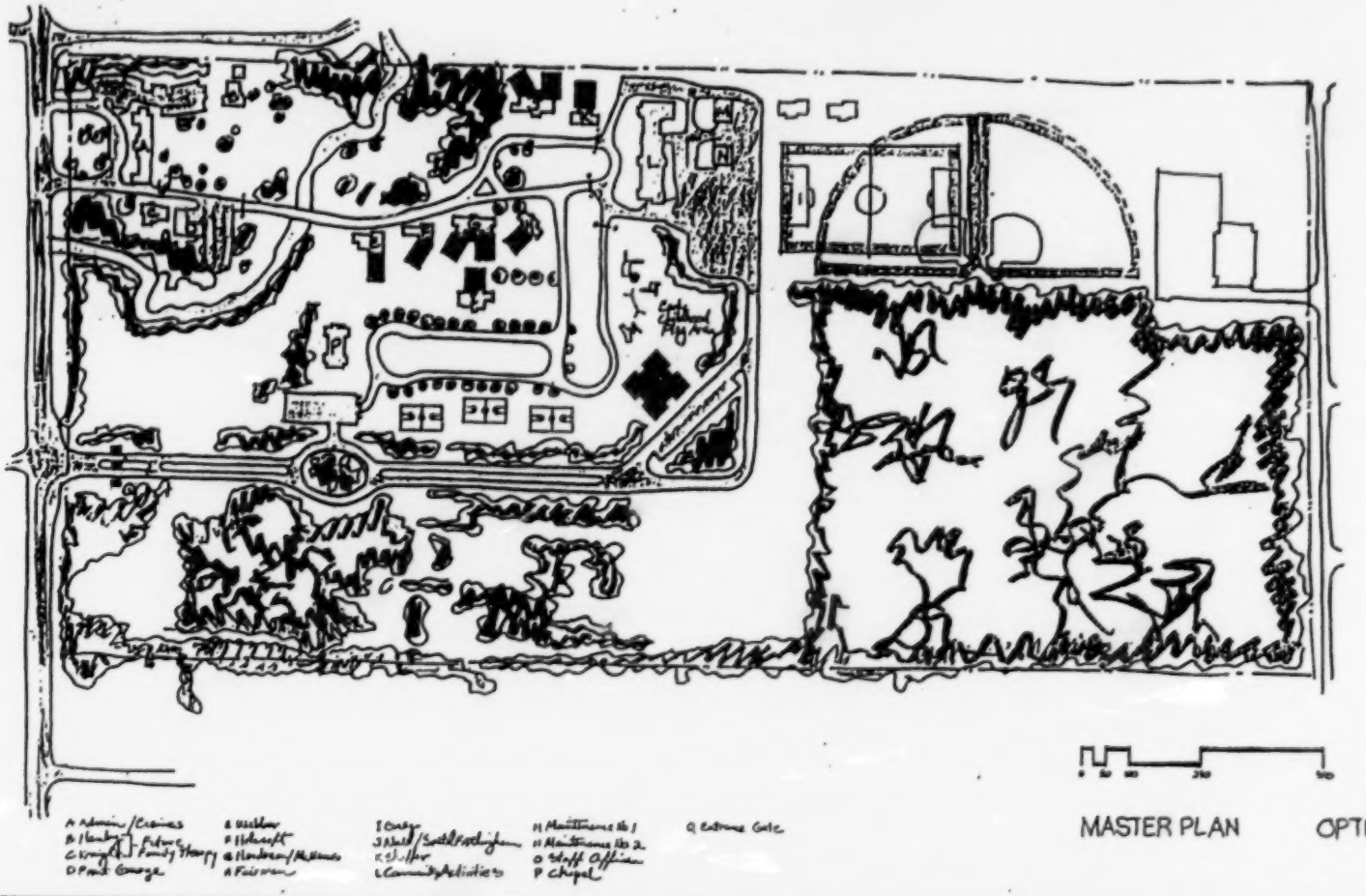

MASTER PLAN OPTION 'A'

METHODIST CHILDREN'S HOME SOCIETY

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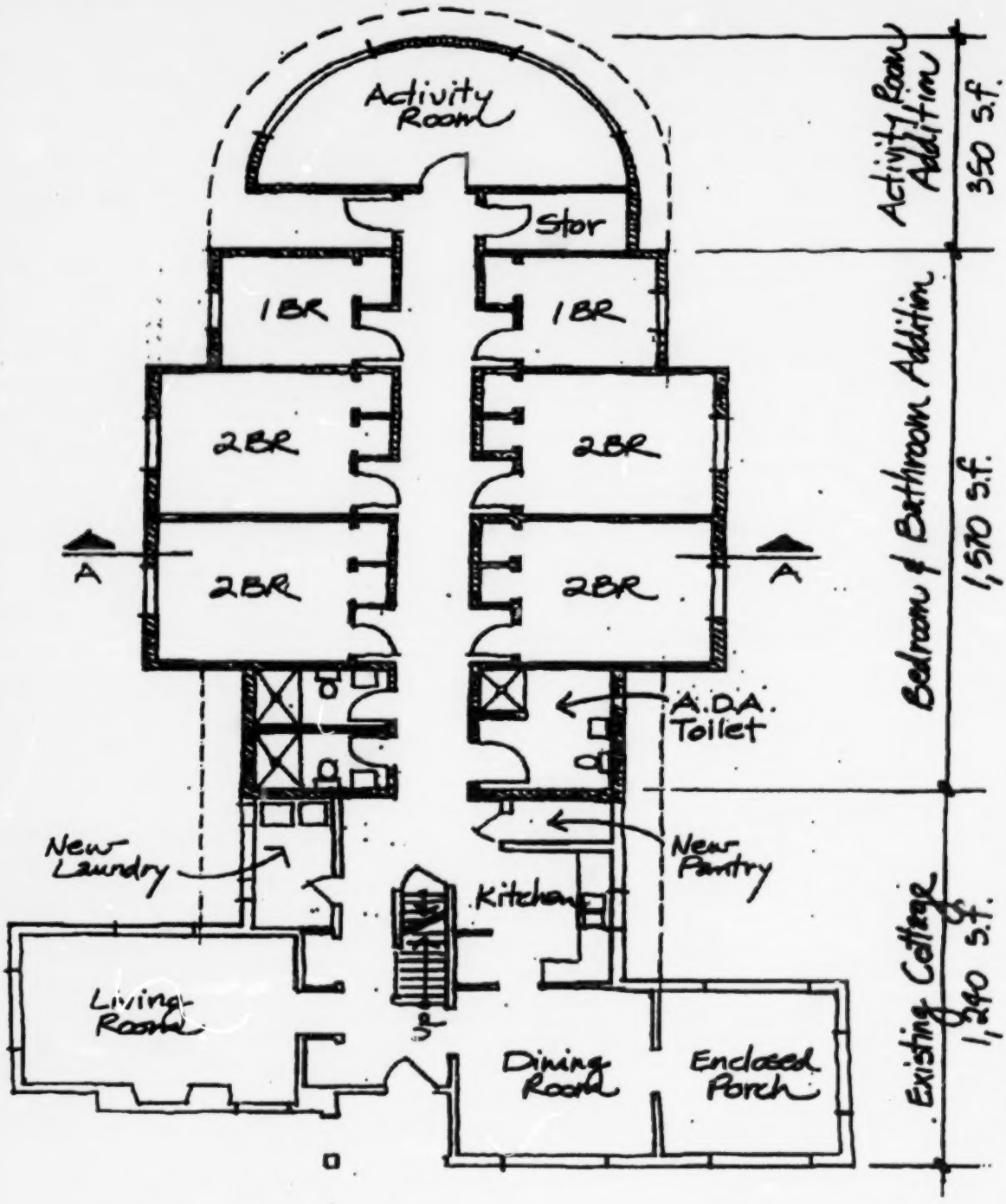

Prototype First Floor Plan
Shaffer Cottage – Methodist Children's Home Society 93050

1/8" = 1'-0"

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Architects Engineers Planners
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(313) 338 4561

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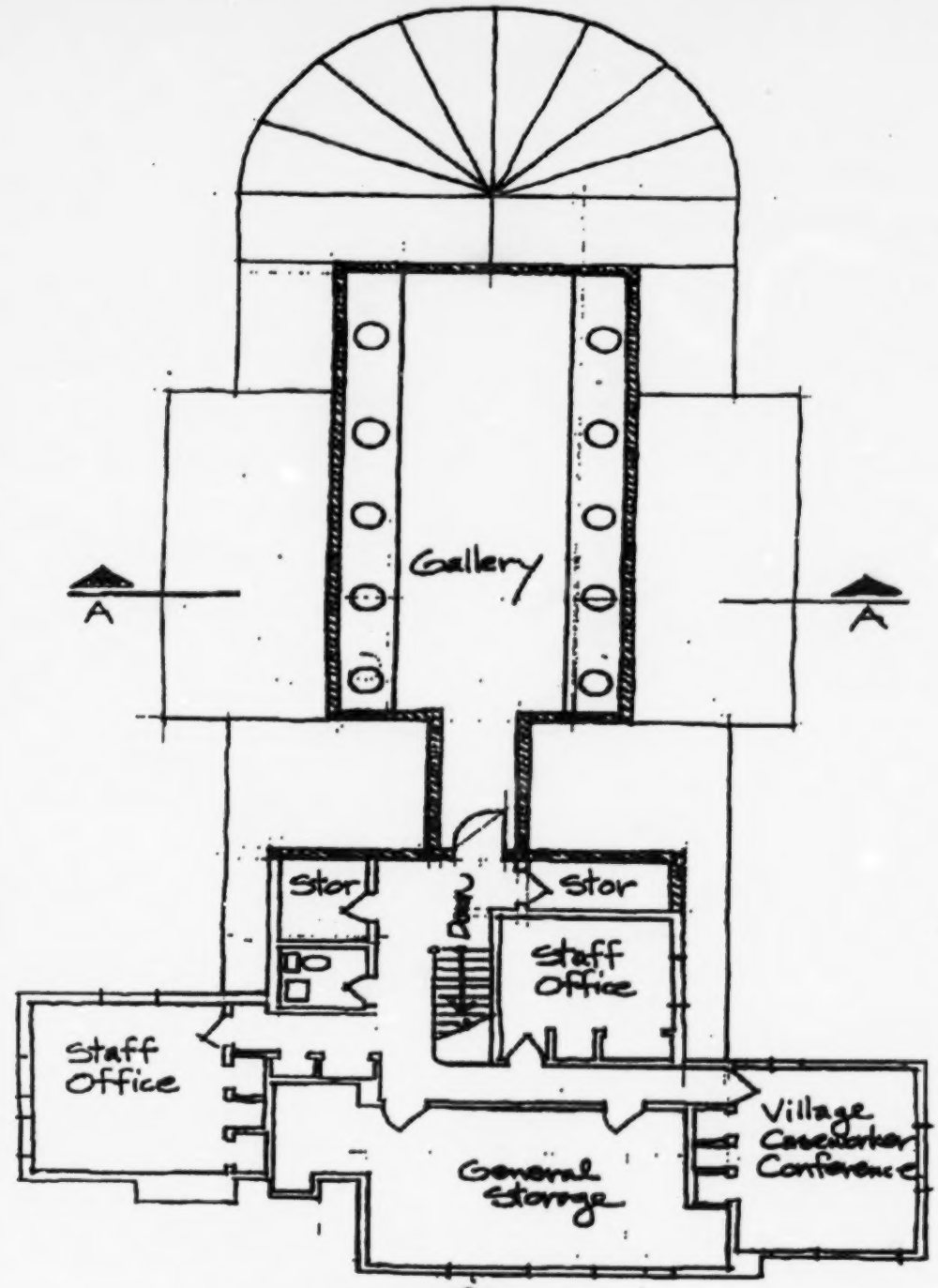

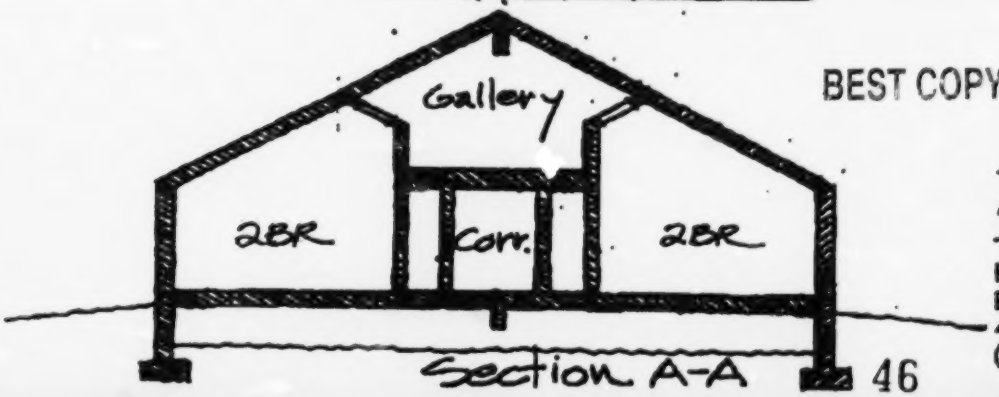

Section A-A

Prototype Second Floor Plan
Shaffer Cottage - Methodist Childrens Home Society 92056
1/8"=1'-0"

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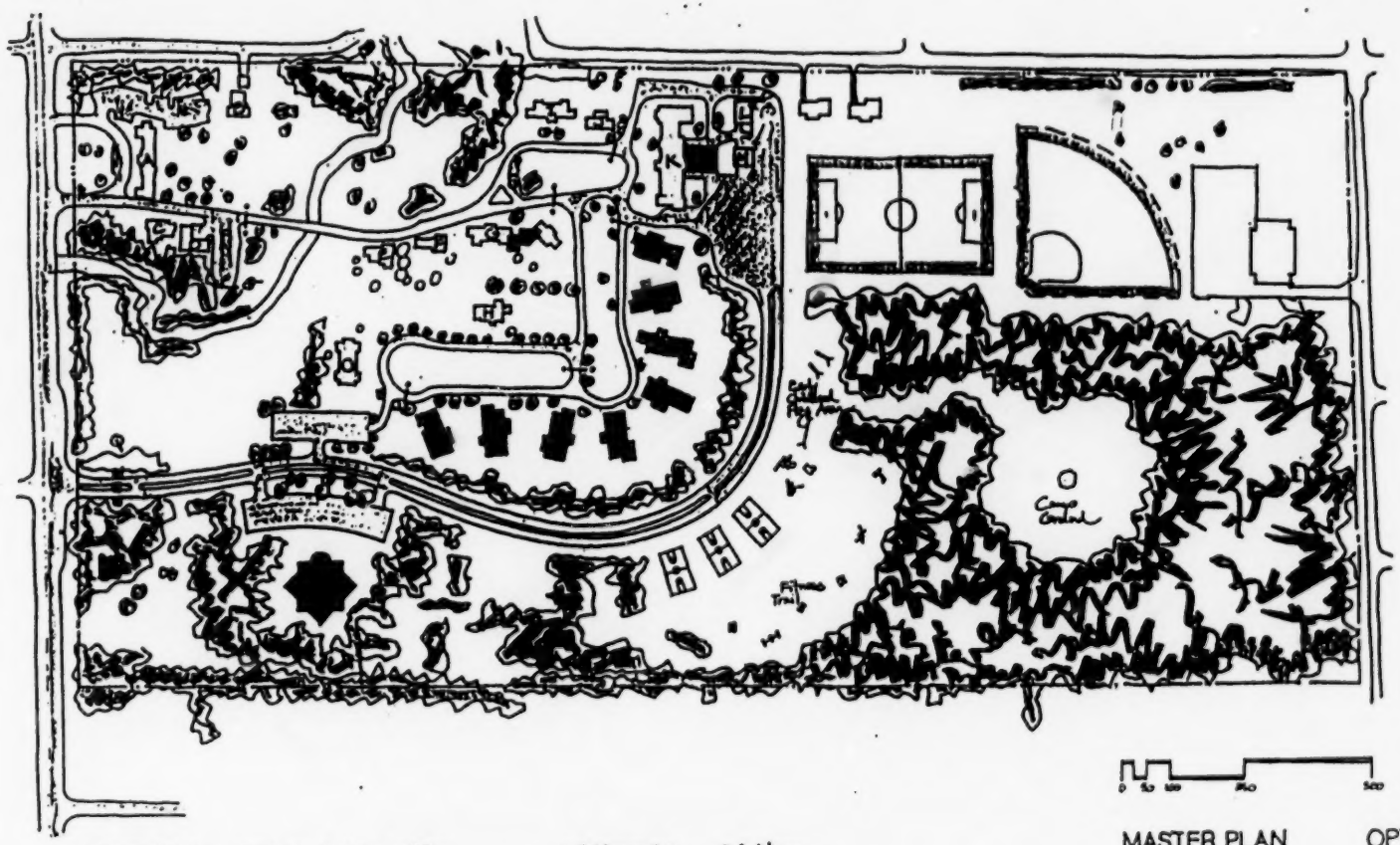
Methodist Children's Home Society
Master Plan Scheme 'A'

	Building Name	New S.F.	Renovation S.F.
A.	Administration/Business	-0-	3,500
B.	Hanley Family Therapy Cottage	-0-	2,600
C.	Knight Family Therapy Cottage	-0-	2,400
D.	Front Garage	-0-	-0-
E.	Webber Cottage	1,800	1,300
F.	Holcroft Cottage	1,800	1,300
G.	Henderson/McManus Cottage	3,600	2,400
H.	Fairman Cottage	1,800	1,250
I.	Gray Cottage	1,800	1,500
J.	North/South Frothingham Cottage	3,600	2,650
K.	Shaffer Cottage	1,800	1,200
L.	Kresge Activity Center	-0-	20,700
M.	Maintenance No. 1	-0-	1,200
N.	Maintenance No. 2	-0-	600
O.	Staff Office Building/Clinic	8,000	--
P.	Chapel	-0-	--
Q.	Entrance Gate	600	--
	Total	24,800	42,600

Site Development	Acres
A. Sports Fields	5.9
B. Play Areas	2.6
C. Roadway Paving	0.8
D. Parking Paving	0.9
E. New Building Staging Areas	3.2

Utilities	Lineal Feet
A. Replace Existing Sanitary	2,650
B. Replace Existing Storm	2,650
C. New Sanitary	600
D. New Storm	1,400



A Foster Care/Adoption
B Nursing - Future Family Therapy
C Kindergarten
D Front Garage
E Future Security College
F Clinic
G Activity Center
H General Store
I Library
J Redford Union Offices
K Redford Union/Gymnasium
L Maintenance No. 1
M Maintenance No. 2
N1-N3 New Cottages
O Chapel
P Admin/Dining/College Offices
Q Gatehouse

MASTER PLAN OPTION 'B'

METHODIST CHILDREN'S HOME SOCIETY

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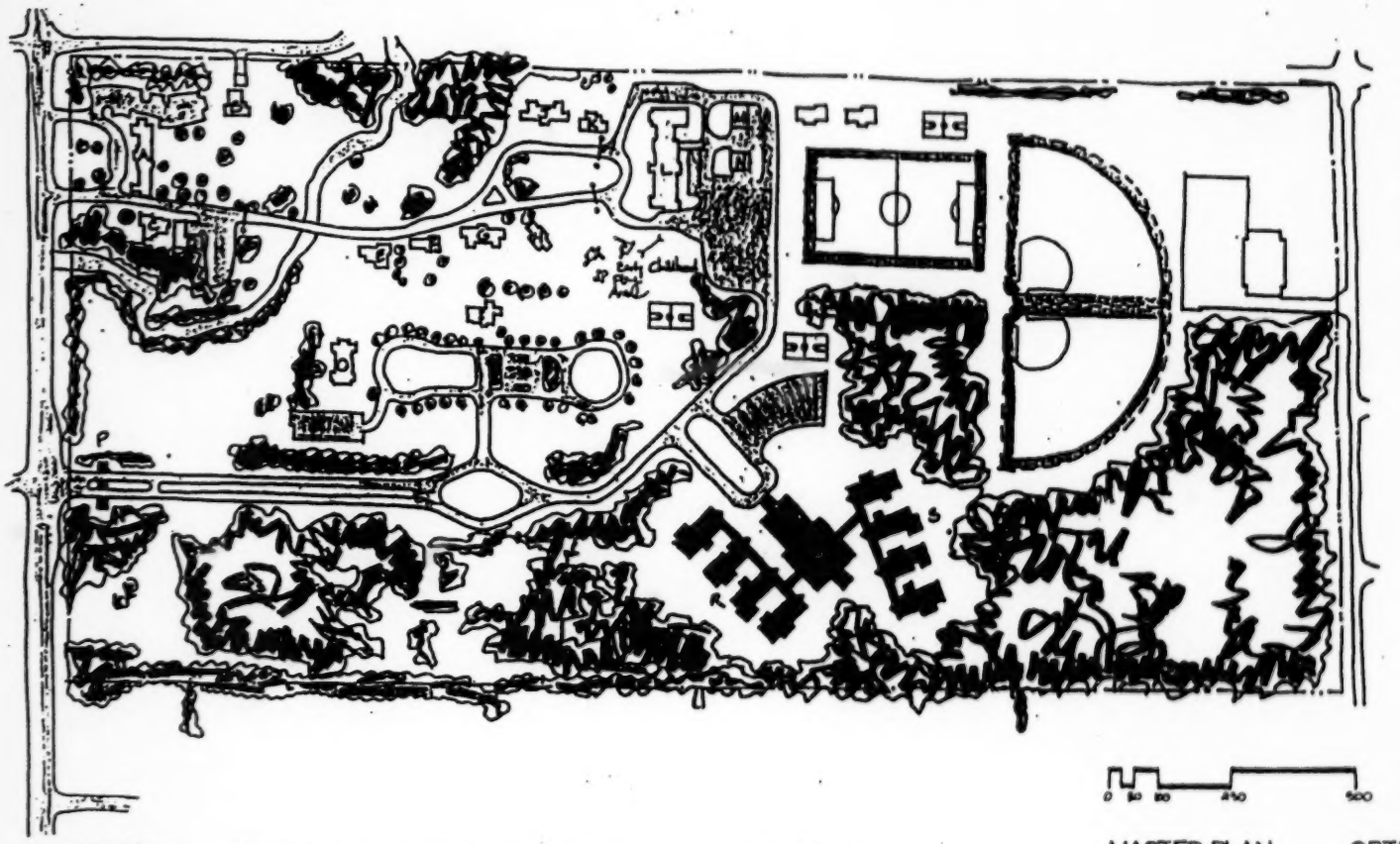
Methodist Children's Home Society
Master Plan Scheme 'B'

	Building Name	New S.F.	Renovation S.F.
A.	Foster Care/Adoption/Counseling	-0-	3,500
B.	Hanley Family Therapy Cottage	-0-	2,600
C.	Knight Family Therapy Cottage	-0-	2,400
D.	Front Garage	-0-	-0-
E.	Security Cottage	-0-	3,100
F.	Clinic	-0-	1,300
G.	Activity Center	-0-	3,700
H.	General Store	1,500	3,400
I.	Library	-0-	2,600
J.	Redford Union Offices	-0-	2,550
K.	Redford Union/Gymnasium	3,000	20,700
L.	Maintenance No. 1	-0-	1,200
M.	Maintenance No. 2	-0-	600
N.	8 Cottages @ 3500 sf.	28,000	-0-
O.	Chapel	-0-	-0-
P.	Adminstration/Business/Staff Offices	10,000	-0-
Q.	Entrance Gate	600	-0-
	Total	43,100	47,600

Site Development		Acres
A.	Sports Fields	5.9
B.	Play Areas	3.9
C.	Camp Site	3.1
D.	Roadway Paving	1.1
E.	Parking Paving	0.7
F.	New Building Staging Areas	4.5

Utilities		Lineal Feet
A.	Replace Existing Sanitary	2,650
B.	Replace Existing Storm	2,650
C.	New Sanitary	1,250
D.	New Storm	2,150



MASTER PLAN OPTION 'C'

METHODIST CHILDREN'S HOME SOCIETY

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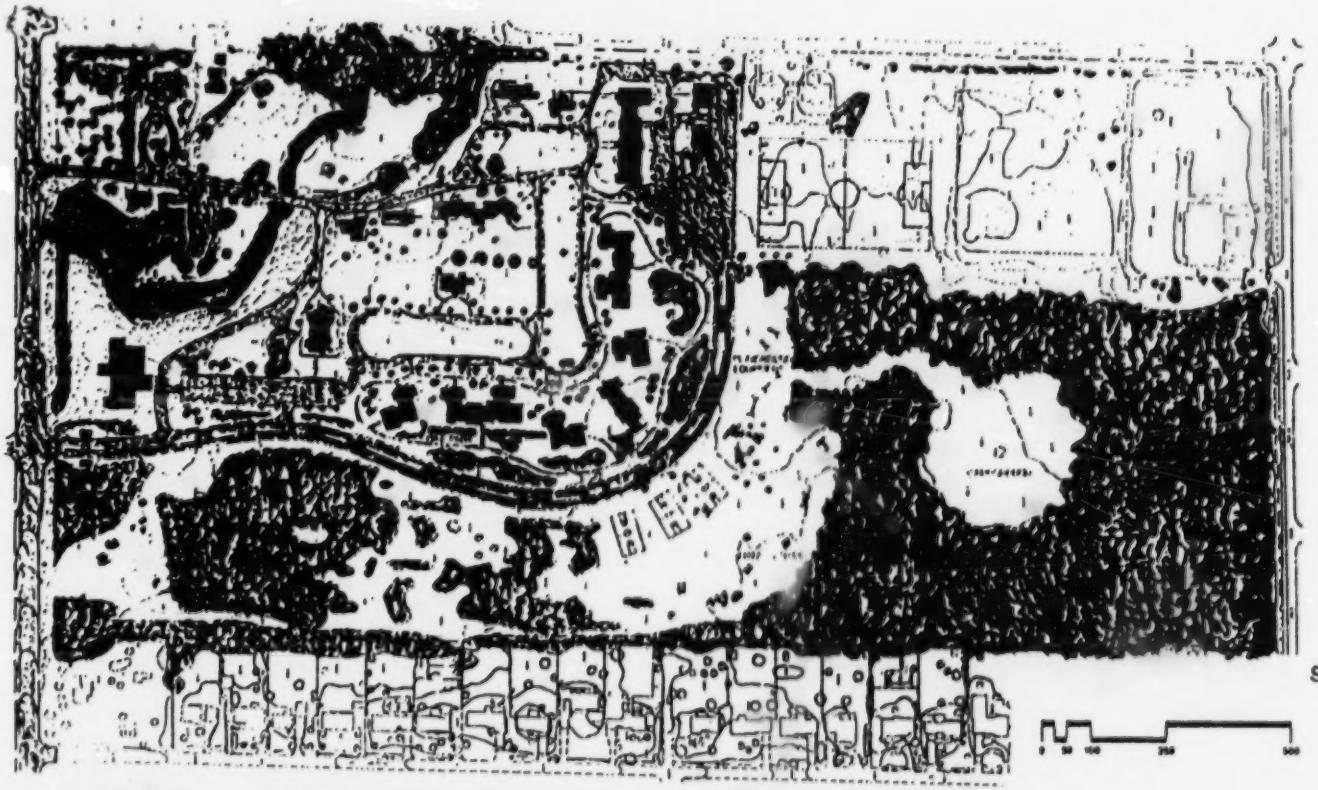
Methodist Children's Home Society
Master Plan Scheme 'C'

	Building Name	New S.F.	Renovation S.F.
A.	Administration/Business	-0-	3,500
B.	Hanley Family Therapy Cottage	-0-	2,600
C.	Knight Family Therapy Cottage	-0-	2,400
D.	Front Garage	-0-	-0-
E.	Security Cottage	-0-	3,100
F.	Clinic	-0-	1,300
G.	Library	-0-	2,500
H.	Village Administrators Offices	-0-	2,500
I.	Foster Care/Adoption/Counseling	-0-	3,000
J.	Village Caseworkers Offices	-0-	5,300
K.	Redford Union Offices	-0-	2,500
L.	Redford Union School	-0-	20,700
M.	Maintenance No. 1	-0-	1,200
N.	Maintenance No. 2	-0-	600
O.	Chapel	-0-	-0-
P.	Entrance Gate	600	-0-
Q.	Community Activity Center	22,000	-0-
R.	North Residence Hall	15,400	-0-
S.	South Residence Hall	15,400	-0-
	Total	54,400	51,200

Site Development		Acres
A.	Sports Fields	11.8
B.	Play Areas	1.8
C.	Roadway Paving	1.4
D.	Parking Paving	1.1
E.	New Building Staging Areas	4.7

Utilities		Lineal Feet
A.	Replace Existing Sanitary	2,650
B.	Replace Existing Storm	2,650
C.	New Sanitary	1,920
D.	New Storm	1,650



METHODIST CHILDREN'S HOME SOCIETY

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